



Dance

Dance Standards, Kindergarten Through Grade Twelve

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Dance descriptor: Students develop communication skills that include body awareness, motor efficiency, and multisensory integration. They explore the elements of dance (time, space, and energy) and perform and describe dance movement using the skills and terminology of dance.

Standard 2. **Creative Expression**

Creating, performing, and participating in the arts

Dance descriptor: Students use choreographic principles and processes to express perceptions, feelings, images, and thought. They create and communicate meaning through dance improvisation, composition, and performance.

Standard 3. **Historical and Cultural Context**

Understanding historical contributions and cultural dimensions of the arts

Dance descriptor: Students acquire knowledge of and build understanding about human diversity—differences and commonalities—through dance. They investigate the role of dance in historical and contemporary cultures throughout the world.

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Dance descriptor: Students analyze, interpret, derive meaning from, and critically assess works of dance and the performance of dancers based on learned aesthetic principles and cultural context.

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Dance descriptor: Students apply what they learn in dance to learning across disciplines. They develop competencies in problem solving, communication skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

Kindergarten

Standard 1. Artistic Perception

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Dance descriptor: Students develop communication skills that include body awareness, motor efficiency, and multisensory integration. They explore the elements of dance (time, space, and energy) and perform and describe dance movement using the skills and terminology of dance.

Benchmarks

1. The student explores movement as one kind of artistic expression.
2. The student develops basic motor skills and movement expression.
3. The student uses basic dance terminology to describe simple movements.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Observe, then imitate movements of people, animals, and things.	Students observe the movement of a variety of animals, such as cats, dogs, and birds, and move in a similar manner. (a) Students will listen to loud sounds, view brilliant colors, observe a falling object, or feel a rough texture, then perform movements demonstrating each stimulus. (a)
2	b. Move the body as a total unit.	Students perform basic locomotor movement, such as falling, twirling, and stomping. (b)
3	c. Name basic actions and respond to simple verbal instructions.	Students identify movements, such as skipping, jumping, and swaying. (c)

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Dance descriptor: Students use choreographic principles and processes to express perceptions, feelings, images, and thought. They create and communicate meaning through dance improvisation, composition, and performance.

Benchmarks

1. The student uses imagination, perceptions, feelings, and thoughts to create and perform improvised movements and movement sequences.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Create movements that reflect a variety of personal experiences.	Students create movement based on daily activities, such as stretching, dressing, or brushing teeth. (a)
1	b. Respond to stimuli with original movements.	Students create movement based on specific things they see moving, such as balls, swings, feathers falling, and bubbles; and sounds they hear, such as bells ringing, clocks ticking, pencils being sharpened, and laughter. (b)

Student Work Sample

I liked being leader today. I liked making leave piles with my partner.



Standard 3. **Historical and Cultural Context**

Understanding historical contributions and cultural dimensions of the arts

Dance descriptor: Students acquire knowledge of and build understanding about human diversity—differences and commonalities—through dance. They investigate the role of dance in historical and contemporary cultures throughout the world.

Benchmarks

- 1. The student identifies dances from various cultures.
- 2. The student performs dances from various cultures.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Identify distinguishing features of dances from various cultures.	Students learn a dance from, for example, Hawaii and a dance from Mexico and talk about how the movements are the same and different. (a)
2	b. Perform a short movement sequence from their own or another culture.	Students perform simple folk dance patterns, such as walking in a circle or line, that are the basis for historical and cultural dance. (b)

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Dance descriptor: Students analyze, interpret, derive meaning from, and critically assess works of dance and the performance of dancers based on learned aesthetic principles and cultural context.

Benchmarks

- 1. The student identifies basic features that distinguish one dance from another.
- 2. The student describes the experience of dancing.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Distinguish basic features of two different dance forms.	Students view two different dances, such as a traditional American square dance and an English Contra dance, and describe how they are the same and/or different. (a)
1, 2	b. Talk about the experience of dancing.	Students talk about what they like about dance or movements they have seen. (b)
1, 2	c. Identify and describe their favorite part in a dance.	Students view a dance performance by an adult dancer and then are asked about their favorite part or movement. Each student then talks about why he or she selected that part or movement. (c)

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Dance descriptor: Students apply what they learn in dance to learning across disciplines. They develop competencies in problem solving, communication skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

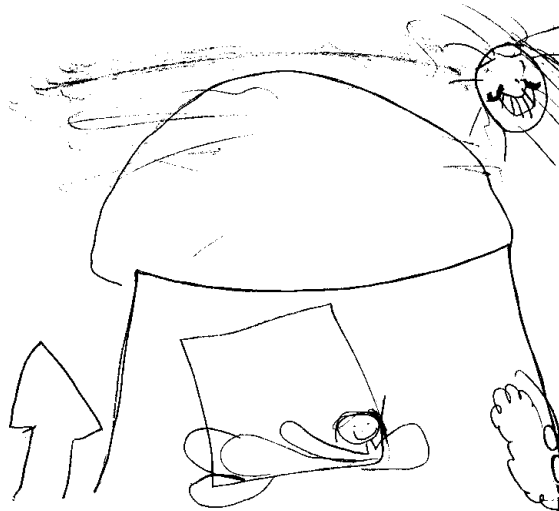
1. The student explores how dance relates to other subject areas.
2. The student explores the relationship between everyday movement and dance movement.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Demonstrate the interrelationship of two art forms.	Students draw a picture of themselves dancing and then dance the drawing. (a)
2	b. Pantomime an everyday movement and exaggerate and vary that movement.	Students listen to a story about reaching for cookies on the shelf; they pantomime that action and then learn a short dance exercise, set to music, that uses reaching. (b) Students sing a song they know and dance to that song. (b)
1, 2	c. Use dance to learn other subjects.	Students make their bodies in the shapes of the letters in the alphabet. (c)

Student Work Sample

**I can lay on the
floor and go wish
swash**



Grades One and Two

Standard 1. Artistic Perception

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Dance descriptor: Students develop communication skills that include body awareness, motor efficiency, and multisensory integration. They explore the elements of dance (time, space, and energy) and perform and describe dance movement using the skills and terminology of dance.

Benchmarks

1. The student explores movement as one kind of artistic expression.
2. The student develops basic motor skills and movement expression.
3. The student uses basic dance terminology to describe simple movements.
4. The student explores the elements of dance (time, space, and energy).

Grades One and Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3, 4	a. Execute a variety of axial movements, such as balancing and stretching, and locomotor movements, such as leaping and skipping.	After listening to <i>City Noise</i> , a book by Karla Kushkin, students make shapes with their bodies to imitate the illustrations in the book. (a)
1, 2	b. Explore making shapes, such as lines, angles, and curves, with their bodies.	Students demonstrate movement skills, such as balancing, leaping, and skipping. (b)
1	c. Express simple responses through movement.	After taking a walk around the school observing and talking about what they see in nature, students move like the wind in the trees and make the shapes of clouds and rocks. (a, b, c)

Standard 1 Benchmarks (Continued)

Grades One and Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	d. Perform and identify the dance elements focusing on space by moving in a variety of pathways (circles, zigzags, and straight lines and combinations of these).	After listening to <i>Luka's Quilt</i> , a book by Georgia Guback, students move across the room as though they were in a marketplace. Each student then talks about how it felt to move through the market and what he or she might have seen. (d)

Student Work Sample

In the market I might have seen red and orange fruit and many colors. I moved like it was crowded with people and I stopped to look at things.

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Dance descriptor: Students use choreographic principles and processes to express perceptions, feelings, images, and thought. They create and communicate meaning through dance improvisation, composition, and performance.

Benchmarks

1. The student uses imagination, perceptions, feelings, and thoughts to create and perform improvised movements and movement sequences.
2. The student uses imagination, perceptions, feelings, and thoughts to create and perform memorized movement sequences.
3. The student begins to learn the craft of making a dance phrase and builds the skills necessary for clear performance expression.

Grades One and Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	a. Create a simple sequence of movements.	After reading or hearing <i>Bravo Tanya</i> , a book by Patricia Lee Gauch, students move across the room as though they were in a meadow, using at least three movements, such as skipping, hopping, or galloping. Then they perform the same sequence a second time. (a)
1, 3	b. Discover and imitate movements that demonstrate people at work and play.	Students study the work actions and rhythms of people building a house and create a movement sequence based on those actions. (b)

Standard 3. **Historical and Cultural Context**

Understanding historical contributions and cultural dimensions of the arts.

Dance descriptor: Students acquire knowledge of and build understanding about human diversity—differences and commonalities—through dance. They investigate the role of dance in historical and contemporary cultures throughout the world.

Benchmarks

- 1. The student identifies and performs dances from various cultures.
- 2. The student explores the differences between and commonalities among dance steps and gestures from various cultures.
- 3. The student studies the role of dance in festivals, rites, rituals, and other community events.

Grades One and Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Learn and perform dances from their own and other cultures.	After viewing a dance performed by a visiting dancer and being assisted in learning some movements to the dance, students perform the movements in unison. (a) Students perform simple folk dance patterns, such as three walks and a hop, a do-si-do, and skipping forward four counts and backwards four counts, that are the basis for historical and cultural dance. (a)
2	b. Talk about a variety of cultural and historical dances.	Students watch videos and/or performances of Japanese, East Indian, Yemenite, Balinese, or Hawaiian dance and then interpret and talk about the stories and legends that the dance tells of and passes on to each generation. (b)
2, 3	c. Talk about how people's work and environment influence their dance.	Students compare dances from different geographical locations, such as desert (Arabic), mountain (Balkin), and coastal (Hawaiian) dances. (c)
3	d. Identify when dance is used in our lives.	Students identify an event they have seen that included dancing, such as a wedding or festival. (d)

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Dance descriptor: Students analyze, interpret, derive meaning from, and critically assess works of dance and the performance of dancers based on learned aesthetic principles and cultural context.

Benchmarks

1. The student begins to use basic dance terminology to identify and discuss what she or he has watched or performed.
2. The student describes the experience of dancing.
3. The student describes how ideas or moods are communicated in a dance.

Grades One and Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2, 3	a. Identify and talk about variations in movement.	Students watch a video of people walking down the street in a small town and in a big city and talk about the differences they see. (a)
1, 3	b. Comment on the dance work of peers.	After observing dance sequences created by their classmates, students describe the movements they have seen. (b)
1, 3	c. Talk about the purposes of dance in celebrations.	In small groups, students plan, create, and present a dance to celebrate spring. Then they talk about how the movements in the dance express spring. (c)

Student Work Sample

Spring Dance Movements: We were going from low like a seed to high like a flower growing. When we are flowers we still sway in the wind and look at the sun.

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Dance descriptor: Students apply what they learn in dance to learning across disciplines. They develop competencies in problem solving, communication skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. The student explores how dance relates to other subject areas.
2. The student talks about what dancers do.
3. The student makes choices in solving artistic problems in dance.
4. The student explores the relationship between everyday movement and dance movement.

Grades One and Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3, 4	a. Pantomime an everyday movement and exaggerate and vary that movement with a musical accompaniment.	Students pantomime a swimming movement and then improvise exaggerations and variations of that movement to make a swimming dance, using Saint-Saëns' <i>The Fishes</i> as an accompaniment. (a)
2, 4	b. Explain how dance is different from everyday movement.	Students watch each other perform everyday movements, such as walking, sleeping, and jogging, then view a video showing David Parsons choreographing and performing <i>The Sleep Dance</i> . They talk about how the dancer and the choreographer transformed everyday movements into a sequence for a dance. (b)
1, 3	c. Use dance to learn other subjects.	Students observe a video of a caterpillar going into a cocoon and turning into a moth or butterfly. They make up a dance that uses the shapes of the caterpillar, cocoon, and butterfly, as well as the motion of the caterpillar, the stillness and rest of the cocoon, and the action, lightness, and flight of the butterfly. (c)

Grades Three Through Five

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Dance descriptor: Students develop communication skills that include body awareness, motor efficiency, and multisensory integration. They explore the elements of dance (time, space, and energy) and perform and describe dance movement using the skills and terminology of dance.

Benchmarks

1. The student builds movement skills and demonstrates increasing physical control in using movement for artistic expression.
2. The student identifies and uses a wide variety of movements as a means of artistic expression.
3. The student demonstrates the purposeful use of time, space, and energy (force).
4. The student uses dance terminology to describe and analyze how movements look and feel.

Grades Three Through Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3, 4	a. Perform and identify the elements of dance focusing on qualities by categorizing movements according to their specific energy words in dance.	Students explore various qualities, such as percussive, sustained, vibratory, pendular, and collapse. Each student then demonstrates and talks about two of those qualities. (a)

Standard 1 Benchmarks (Continued)**Grades Three Through Five**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3, 4	b. Combine movements into dance phrases.	Students perform a short dance phrase with a beginning, middle, and end and explain where the transitions are. (b, e)
1, 2	c. Expand movement skills to include isolation of body parts, such as shoulder circles and knee circles.	Students perform a folk dance, such as Pata Pata or Hokey Pokey, in which they use isolated body parts. (c)
3	d. Perform and identify the elements of dance focusing on time.	Students do the same movement, such as running, walking, skipping, jumping, and falling, at a slow, medium, and fast pace demonstrating the purposeful use of energy. (d)
4	e. Describe orally a short dance phrase, using basic dance vocabulary.	Students perform and then describe a phrase, such as run, three runs, two hops, stretch, and fall. (e)

Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	f. Combine total body movement with isolated body parts.	Students demonstrate several variations of using the whole body and parts in isolation, such as simultaneously running and circling the arms. (f)
2, 1	g. Combine, memorize, and perform longer and more complex movement sequences.	Students memorize and perform a harvest or work dance from a selected culture. (g)
1, 2, 4	h. Expand and describe movement skills (in place and traveling).	Students identify correct and incorrect technical form and use of weight in various movement skills, such as in leaping, turning, and swinging. (h)
3	i. Maintain personal space while developing dance skills and working cooperatively with a partner in sharing space.	Students work with partners to demonstrate the following partner skills: copying; leading and following; and mirroring. (i)

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Dance descriptor: Students use choreographic principles and processes to express perceptions, feelings, images, and thought. They create and communicate meaning through dance improvisation, composition, and performance.

Benchmarks

1. The student uses focus, imagination, perceptions, feelings, and thoughts to create and perform dance studies.
2. The student manipulates the elements of dance to create short dance studies that have a definite beginning, middle, and ending.
3. The student rehearses and revises dance studies for the purpose of performing for others.
4. The student begins to examine how professional choreographers create dances.

Grades Three Through Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Explore, improvise, discover, perform, and discuss multiple solutions to a given movement problem.	Students improvise different ways of greeting a friend, such as a variety of handshakes or waves, and organize them into a greeting dance. They choose a favorite solution to perform with an appropriate skill level, and discuss the reasons for that choice. (a)
2	b. Combine a series of locomotor movements to create a movement sequence.	Students run, hop, jump, gallop, skip, and leap, then combine these movements into a sequence. (b)
1, 2	c. Demonstrate a variety of feelings through dance/movement.	In small groups, students use dance movement to demonstrate contrasting feelings, such as happiness to sadness, or fear to anger. (c)
2, 3	d. Demonstrate, alone or in small groups, an appropriate level of motor skills that combine dance elements into movement patterns.	Students create a short dance sequence that focuses on variations of the elements of dance, such as moving from fast to slow in a circular pathway using high and low movement levels. (d)
2, 3	e. Translate movements they see or create into a dance sequence, alone or in small groups.	Students work alone or in a small group to demonstrate the actions, rhythm patterns, and sounds of a machine or system. (e)

Standard 2 Benchmarks (Continued)

Grades Three Through Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
4	f. Describe the processes used by choreographers when they create a dance.	Individually, the students choreograph a dance study, demonstrating an understanding of the principles, processes, and structures of dance. The study is based on a theme, such as feelings, focusing on one emotion, such as happiness, loneliness, or shyness. (f)

Student Work Sample

Student Dance Reflection:

- The best thing about dance was watching other people's creative dances.
- If I could change anything about dance, I would make it earlier or later because being right after lunch can throw you off.
- One thing I learned about myself because of dance was how creative I am in making movements.
- The biggest risk I took was sitting down with control because crossing my legs before I sit down puts me in an awkward position.
- It was worth taking because it looks nice and I learned how to do it right.
- By taking this risk I learned that I am more stable than I think.
- One thing I learned about the world of dance is that there are risks to take.
- I will remember the way Ms. Livingston sort of dances while she talked.
- My artist is Georgia O'Keefe and I learned that no one else saw flowers the way she did.
- When my group was creating the dance, I contributed by giving ideas, and some got into the dances.

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Dance descriptor: Students acquire knowledge of and build understanding about human diversity—differences and commonalities—through dance. They investigate the role of dance in historical and contemporary cultures throughout the world.

Benchmarks

1. The student identifies and performs dances from an increasingly diverse sample of cultures and time.
2. The student identifies the differences between and commonalities among dances from various cultures and time periods.
3. The student studies and discusses the role of dance in community events and identifies characteristics of authenticity in the performance of traditional dance forms.

Grades Three Through Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Perform selected dances from different time periods.	Students discuss the social and historical context of the Westward Movement and perform an appropriate dance, such as the cumberland. (a)
1, 2	b. Perform selected dances from a variety of cultures.	Students learn a simple dance or square dance step from their own culture or another chosen culture and teach it to the class. (b)
1, 3	c. Perform a dance from a specific culture that incorporates work actions.	Students perform the coal-mining dance Tanko Bushi from Japan. Each student writes simple sentences and talks about what the movements mean. (c)
2, 3	d. Explain how dance is used by different ethnic communities in their celebrations.	Students observe a demonstration of an ethnic or cultural dance form by a community dance troupe. Each student then learns and performs a dance from the culture represented by the group. (d)
2	e. Determine commonalities among a variety of dances from different cultures.	Students keep journals of dances they have learned from different cultures, noting the similarities and differences among the dances. (e)
2, 3	f. Discuss the influence of culture on dance.	After researching a dance of another culture, including the costume and music, each student reports on the place of the dance in the culture's ritual, religious, or performance traditions. An American Indian eagle dance could be used as an example. (f)

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Dance descriptor: Students analyze, interpret, derive meaning from, and critically assess works of dance and the performance of dancers based on learned aesthetic principles and cultural context.

Benchmarks

1. The student builds dance terminology to identify and discuss dances he or she has watched or performed.
2. The student uses specific criteria to assess the quality of dance performances.
3. The student recognizes more detailed features of the experience of dancing and notices how the communication of ideas and moods adds to the quality of the performance.
4. The student discusses the impact of the audience on the performers and the impact of the performers on the audience.

Grades Three Through Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3, 4	a. Talk about how a dance he or she has viewed conveys a message, idea, or mood.	Students listen to a story, such as <i>Jamaica's Find</i> , by Juanita Havill, then compose a dance based on the story. Students then write about the specific message from the story they selected to convey in the dance. They poll their classmates to see if they understood the message. (a)
1	b. Compare different ways of doing the same movement.	Students skip across the floor, then talk about the way they and their classmates varied in using time, space, and energy in the performance of the skip. (b)
2	c. Develop and apply appropriate criteria in critiquing her or his own work.	After a critique of their dance sequence, students discuss why they favored one movement over another when they composed the sequence. (c)
2	d. Develop and apply appropriate criteria in critiquing the work of others, including the work of recognized dancers and choreographers.	Students identify specific criteria to use in critiquing a dance, such as the dance's having a beginning, middle, and end; variations in movement; contrast; and performance, focus, and quality. (d)

Standard 4 Benchmarks (Continued)**Grades Three Through Five**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	e. Discuss the possible meaning(s) of a variety of dances.	Students examine and discuss ways that a dance creates and conveys meaning by considering the dance in a variety of ways, such as where the dance is performed, the number of dancers, the spatial form, and the purpose of the dance. (e)
3	f. Compare and contrast dance compositions in terms of time, space, and energy (force).	Students watch a video of the <i>Nutcracker</i> and compare and contrast the Chinese dance with the Arab or Spanish dance. (f)
1, 2	g. Discuss how and why different dances are open to different interpretations and reactions.	Students watch a duet from a ballet, such as <i>Swan Lake</i> , and discuss their individual reactions and interpretations. Then they do the same after reviewing a dance performed by Ginger Rogers and Fred Astaire. (g)
1, 2, 3, 4	h. Practice, critique, and revise their dances.	Each student revises his or her own dance study based on agreed-upon criteria, such as how he or she used the element of force. (h)

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Dance descriptor: Students apply what they learn in dance to learning across disciplines. They develop competencies in problem solving, communication skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. The student identifies ways in which dance relates to other subject areas.
2. The student recognizes the ways in which the professions in the visual and performing arts are similar to and different from each other.
3. The student recognizes that there are multiple solutions to problems in dance.
4. The student learns to manage his or her time and resources as she or he studies and creates dance.

Grades Three Through Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Recognize and select interesting everyday movements as source material for dance compositions.	After viewing a health and safety video on how to lift and carry objects, students make a dance study using different ways people pick up, carry, and put down objects. (a)
1, 3	b. Select appropriate ideas for dance compositions from other school subjects.	Students generate a list of ideas for dance compositions based on what they are learning in history—social science, such as immigration, independence, or continuity and change. Working in small groups, they create a short composition and perform it for the class, discussing how the dance relates to the history concept. (b)
1, 2, 4	c. Describe the skills she or he needs and the characteristics he or she develops when participating in dance and dance-related activities.	From their journal entries about the process of composing their water-cycle dance studies, students identify two or three specific skills they used to accomplish the task and relate this observation to what they know about themselves in general. (c)
3	d. Recognize and communicate how he or she makes choices when choreographing dance studies.	Students present the first version of the water-cycle dance study to their classmates for comments and suggestions about what parts were successful and what parts need revision. They revise their dance study based on these suggestions. In their journals they analyze what they chose to revise and why, using the criteria they have learned. (d)

Grades Six Through Eight

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Dance descriptor: Students develop communication skills that include body awareness, motor efficiency, and multisensory integration. They explore the elements of dance (time, space, and energy) and perform and describe dance movement using the skills and terminology of dance.

Benchmarks

1. The student continues to expand movement skills and demonstrates increasing physical control.
2. The student uses an increasingly wide variety of movements as a means of artistic expression.
3. The student uses finer discriminations and demonstrates a wider range in the use of time, space, and energy (force).
4. The student expands dance terminology to describe and analyze how movements look and feel.

Grades Six Through Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	a. Perform an increasingly wide range of contrasting movements and expand movement skills that are used to perform sequences, patterns, and phrases.	Students write a haiku that expresses a contrast based on some aspect of nature. Students compose a dance study based on their haiku, paying particular attention to the use of rhythm, sound, and energy. Students perform their haikus to a partner, then learn each others' dance study. The partners perform the two studies using an AB form. (a, b)

Standard 1 Benchmarks (Continued)

Grades Six Through Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	b. Perform dance sequences and dance studies.	Students perform a 24-count sequence based on the movements from the dance Esplanade, by the modern dance choreographer Paul Taylor (or a similar work). The sequence is designed to challenge balance, show willingness to take risks, fall and come back to standing, demonstrate ability to leap into the air with power, and phrase movement musically. (a, b)
1, 2, 3	c. Improvise to generate movement for choreography. d. Originate rhythmic, spatial, and energy patterns.	After taking a field trip to the desert or watching a video of desert life, students experiment with various ways of expressing in movement the specific topographical features, flora, and fauna of the landscape as well as the feelings they had while in that setting. Students focus on the rhythms, spatial lines and paths, and the energy necessary to explore these phenomena. (c, d)
4	e. Use appropriate vocabulary in discussing dance elements and skills. f. Describe dance events by using the elements of dance and the choreographic principles and processes used to convey an idea or feeling.	After attending a Cinco de Mayo celebration, students discuss with each other what they saw and enjoyed. Students then select two dances that impressed them and write an analysis of those dances using dance terminology. They also compare and contrast the two dances. These reports are written for publication in the school newspaper. (e, f)

Standard 2. **Creative Expression**

Creating, performing, and participating in the arts

Dance descriptor: Students use choreographic principles and processes to express perceptions, feelings, images, and thought. They create and communicate meaning through dance improvisation, composition, and performance.

Benchmarks

- 1. The student uses focus and imagination to create and perform dances.
- 2. The student manipulates the elements of dance to create short dances that demonstrate development as well as a beginning, middle, and ending.
- 3. The student investigates more complex thematic material and universal themes in creating and performing dances.
- 4. The student rehearses and revises dances for the purpose of performing them for others.
- 5. The student examines the process of creating a dance work focusing on the stages of exploration, improvisation, phrasing, sequencing, development, reflection, and refinement.
- 6. The student compares and contrasts the difference between personal discovery and imitation.

Grades Six Through Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	a. Improvise for increasingly longer periods of time and with an increasingly diverse range of stimuli.	Students study the Mars landing in the summer of 1997 and create a movement and sound interpretation of that event. (a)
1, 2, 3	b. Use improvisation to compose dances from an increasingly wider array of themes and consciously select original and appropriately complex movement when creating dance solos, duets, or trios.	Students write text, create costumes, and select movement phrases that express not only the Mars landing of 1997, but also their own feeling responses to that accomplishment. Students present this work at a school assembly during Science Project month. (b, c)

Standard 2 Benchmarks (Continued)

Grades Six Through Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	c. Create and perform dance sequences and studies for the class and for larger audiences.	Students study the blues and work songs of the South and create dances that express the moods of these songs. In making the dances, students explore multiple solutions and select the most appropriate phrases and sequences of movements. Students then write short narratives about the songs they selected. They read these narratives and perform the dances at school assemblies during Black History Month (b, c, d)
6	d. Demonstrate skills in expression and interpretation of dance when performing for classmates and larger audiences.	Students are given the theme "Meetings, Greetings, and Partings in Their Own Lives." They compose short movement sketches, which are critiqued by the teacher and classmates. They revise their work and develop the studies into dances. They design costumes and incorporate accompaniment for their dances. They perform these dances for classmates. The dances are critiqued, revised, and then presented for the school and family audiences. (d, e)
1, 2, 3, 4, 5	e. Prepare and dance for performance.	
1, 2, 3	f. Make considered choices and select increasingly original and complex movement solutions when creating dances for small groups.	Students study the design of atoms, molecules, and molecular compounds and then create dances based on their study. They present these dances at the Science Fair. (f)
1, 2, 3, 4	g. Prepare a short concert with peers.	Students meet and select a theme for an evening of dance. Based on this theme, they compose short movement sketches that are critiqued by the teacher and classmates. They revise their work and develop the studies into dances. They design costumes and incorporate accompaniment for their dances. They perform the dances for classmates. The dances are critiqued, revised, and then presented for the school and family audiences. They assist with the lights and sets, publicity, and program design for the concert. They participate in group discussions of the highlights and challenges of producing, as well as of creating and performing, dance. (d, g)

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Dance descriptor: Students acquire knowledge of and build understanding about human diversity—differences and commonalities—through dance. They investigate the role of dance in historical and contemporary cultures throughout the world.

Benchmarks

1. The student identifies and performs dances from an increasingly diverse sample of cultures and time periods.
2. The student compares and contrasts dances from various cultures and time periods.
3. The student studies and discusses the role dance plays in informing people about some aspects of cultures and time periods other than their own.

Grades Six Through Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2, 3	a. Identify some of the common subjects and recurrent themes in dance found throughout time in diverse cultures.	Students watch a video of a duet from a Fred Astaire film, a romantic Floriclorica dance such as Harafe de Amore Ranchero, and a duet from a ballet version of <i>Romeo and Juliet</i> . They write about romance from the different points of view they observed in the dances. (a)
2	b. Identify distinguishing characteristics of social, sacred, and concert dance and identify the varying characteristics within each category of dance.	Students develop a chart specifying distinguishing characteristics of social, sacred, and concert dance. They interview friends to see which dance forms they are familiar with or participate in and classify the responses on the chart. (b)
1	c. Perform selected dances from different time periods.	Students perform a social dance from at least two time periods. Suggested dances might include swing, Charleston, jitterbug, twist, minuet, Virginia reel, macarena, and tango. (c)
2	d. Perform selected dances from diverse cultures.	Students perform a dance sequence from Mexico, such as Los Machettes and the Philippine dance Tinikling. (d)

Standard 3 Benchmarks (Continued)**Grades Six Through Eight**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	e. Create a program in which he or she demonstrates traditional dances of various cultures.	Students design a harvest festival in which various harvesting dances are performed from, for example, Israeli, African, and Native American traditions. (e)
1	f. Demonstrate knowledge of the history of selected periods of theatrical dance.	Students in groups of five select a historical dance figure, such as Louis XIV, Sergi Diaghilev, Bronislava Nijjiska, Anna Pavlova, Katheryn Dunham, and Isadora Duncan, and research this figure using, for example, the Internet, the library, film, and video-tape. They present an oral report to the class. (f)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	g. Demonstrate knowledge of the sequential history of theatrical dance.	After studying the work of Martha Graham, Lester Horton, and Donald McKayle, students discuss the work of Alvin Ailey. They discuss the ways in which his work was pioneering and the ways in which he was influenced by those who preceded him. They discuss how they are influenced by Ailey's work today. (g)
2, 3	h. Identify the similarities and differences among dances of diverse cultures when one considers the function and aesthetics of dance.	Students read about the role of dance in the life of a person from Appalachia at the turn of the century and a person living in a Ghanian village in West Africa and write a creative short story about an immigrant from the United States to Africa or from Africa to the United States. (h)

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Dance descriptor: Students analyze, interpret, derive meaning from, and critically assess works of dance and the performance of dancers based on learned aesthetic principles and cultural context.

Benchmarks

1. The student applies his or her understanding of the elements of dance and the craft of choreography when he or she interprets and critiques dances.
2. The student begins to identify the differences between and commonalities among assessment criteria for determining different styles of dance.
3. The student analyzes the effect of the performer's skill and artistic presence on the audience's appreciation of dance.
4. The student discusses the differences between viewing live and recorded dance.

Grades Six Through Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	a. Make informed judgments about the form, content, specific techniques, choreography, and purpose of works in dance.	Students prepare a criteria sheet for evaluating concert dance. They agree on five criteria for performance and five criteria for choreography. Students go on a field trip to a concert at the local high school or college and afterward meet with the dancers and discuss what they have seen. They evaluate the quality of the performance and the choreography based on the criteria they developed. (a)
3, 4	b. Identify and discuss the multiple purposes of dance.	<p>After researching the earliest evidence of dance, each student answers the following questions: <i>Why</i> did people dance? <i>When</i> did they dance? <i>Who</i> did the dancing? <i>Where</i> were the dances performed? <i>Who</i> created them? <i>What</i> were the basic movements? <i>Why</i> were they created? <i>What</i> purposes did they serve? <i>How</i> are their dances like dances performed today? <i>How</i> are they different? (b)</p> <p>Students research the work and purposes of a well-known living dancer, such as Mikhail Breshnikov, Michael Flatley, Gelsey Kirkland, Judith Jamieson, Rosie Perez, or Bill T. Jones, and compare the purposes of early dance and the dances we see performed today. (b)</p>

Standard 4 Benchmarks (Continued)

Grades Six Through Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	c. Develop and apply appropriate criteria in critiquing her or his own work.	Students revise and refine their own dances based on predetermined criteria. (c)
1, 2, 3	d. Develop and apply appropriate criteria in critiquing the work of others, including the work of recognized dancers and choreographers.	Students keep journals in which they develop and revise criteria for assessing their progress as technicians and their progress as choreographers and performers. They compare and contrast the criteria that are appropriate for them as maturing students with criteria that might be used to assess the work of professional dancers and choreographers. (d, e)
1, 2	e. Evaluate his or her growth as a dancer or in dance.	Identify dance movements they would like to do better and describe how they can improve their technical or performance skill. (e)
4	f. Analyze the function of dance in people's lives	Students interview their classmates about what kind of music and dancing they do and what kind of dance they like to watch and why. They analyze their data and draw conclusions about the function of dance in contemporary culture. (f)

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Dance descriptor: Students apply what they learn in dance to learning across disciplines. They develop competencies in problem solving, communication skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. The student applies what he or she learns in dance to learning in other subject areas.
2. The student learns about careers in dance as well as dance-related careers.
3. The student demonstrates flexibility in his or her approach to problem solving in dance.
4. The student learns to manage time and to use materials efficiently.

Grades Six Through Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3	a. Describe and analyze the interpersonal issues and skills she or he needs and uses in dance activities and describe how that awareness and those skills are useful in her or his everyday life in and out of school.	Students form a trio and explore the theme of friendship using movement. After each class session, they write journal entries about their choreographic and working processes. They discuss their awareness with their dance partners. Students observe and record in their journals when they use these interaction skills in other classes. (a)
1, 2	b. Discuss the characteristics and skills necessary to be a successful choreographer and dance teacher.	After learning a dance from a guest choreographer, students consider and describe in their journals the skills used by the choreographer in developing the choreography and in teaching. (b, c)
3	c. Experiment with and assess the effectiveness of choreographing a dance about a specific theme in several ways.	Students explore and develop three different approaches to choreography based on one theme. (c)
1	d. Integrate learning in dance with activities in other subjects.	After studying the westward expansion in American history, students make short dance studies based on a song, diary entries, or paintings about this topic. (d)

Standard 5 Benchmarks (Continued)**Grades Six Through Eight**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
4	e. Accomplish dance and dance-related tasks in reasonable time periods and apply these time-management skills to other activities in and outside of school.	<p>In their dance journals, students discuss and analyze the challenges in accomplishing dance and dance-related tasks in reasonable time periods, including tasks done individually and in small groups. (e)</p> <p>In making the first version of the westward expansion dances, students work on each dance (song, text, and painting) study for a week (three class periods). They then choose one study to revise and rehearse for a showing in another week. In their English classes, students write a process report about what they learned about managing time in completing this assignment. This assignment is to be completed one week after the showing of the dance study. (e)</p>

Grades Nine Through Twelve

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Dance descriptor: Students develop communication skills that include body awareness, motor efficiency, and multisensory integration. They explore the elements of dance (time, space, and energy) and perform and describe dance movement using the skills and terminology of dance.

Benchmarks

1. The student refines sensory perceptions to process, analyze, and respond to movement as a means of artistic expression.
2. The student demonstrates a degree of mastery in performing complex dance movements.
3. The student expands performance of a variety of movement styles by refining artistic expression.
4. The student uses advanced dance terminology to describe and analyze how movements look and feel.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	a. Perform complex dance sequences that require advanced technical and performing skills in more than two styles of dance.	Students organize a dance festival celebrating the contributions of the diverse cultural groups that make up the United States today. Students demonstrate their mastery of at least two dance styles by performing professionally choreographed works from different cultures or time periods. (a)

Standard 1 Benchmarks (Continued)**Grades Nine Through Twelve**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3	b. Describe and demonstrate the use of a wide range of stimuli (sensory, literary, imaginative, musical, etc.) to create dances.	Students listen to a variety of instrumental music, from classical to contemporary. On a large sheet of paper, students draw what they picture while listening to the music. The drawings are a basis for creating a dance that reflects the shapes, designs, and quality of what students originally heard. (b)
4	c. Discuss the kinesthetic, visual, and aural dimensions of dance in their own experience of learning, making, and performing dance as well as in the dances he or she views.	Students use their journals from prior grades to trace their development in mastering technical skills in composing and performing dance. They reflect on their recurring stumbling blocks, their patterns of achievement, and their kinesthetic, visual, and aural preferences, skills, and growth. They reflect on how those abilities and challenges manifest themselves in other parts of their lives and studies. (c)

Standard 2. **Creative Expression**

Creating, performing, and participating in the arts

Dance descriptor: Students use choreographic principles and processes to express perceptions, feelings, images, and thought. They create and communicate meaning through dance improvisation, composition, and performance.

Benchmarks

- 1. The student uses the elements of dance with awareness when composing dances.
- 2. The student expands and refines strategies for development of movement material.
- 3. The student expands his or her investigation of universal themes in dance.
- 4. The student rehearses and revises solo, duet, and group dances for the purpose of performance for others.
- 5. The student performs stylistically diverse works of dance artists.
- 6. The student examines the process of creating a dance work, focusing on the stages of research, exploration, improvisation, phrasing, sequencing, development, critique, and revision.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3, 6	a. Demonstrate choreographic knowledge and skill in designing dances.	Students select a piece of vocal music that suggests a universal theme, such as a love song, a war song, or a song about good and evil. Students improvise movement, conduct research on the theme, analyze music, and develop, revise, and refine movement ideas—each creating a dance that conveys the story of and reflects the structure of the music. In their journals students document the choreographic process. Students note use of dance elements, the structure of dance (beginning, middle, end), and aesthetic principles of dance (contrast, unity, variety). (a)
1, 2, 4, 6	b. Design a dance to include a larger group of students.	Students are responsible for designing and teaching a developed dance phrase to the class; they then structure that phrase so that the performance of the phrase incorporates entrances and exits, has a beginning, middle, and end, and combines groups of students in a variety of groupings (e.g., canon, different spatial arrangements, and facings) with variations in time and energy. (b, f)

Standard 2 Benchmarks (Continued)

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
5	c. Demonstrate skills in expression and interpretation of dance when performing for classmates and larger audiences.	Students perform the “Dance at the Gym” and the “Gang Dances” from <i>Westside Story</i> , demonstrating the contrasting and subtle moods of each of these dances. (c, f)
1, 2, 4, 5	d. Create a dance that involves a sophisticated relationship to selected accompaniment and that reflects appropriate use of related theatrical and artistic disciplines.	Students perform the “Dance at the Gym” and the “Gang Dances” from <i>Westside Story</i> , with rhythmic accuracy and musicality. They select appropriate costuming and discuss the role of sets and lighting in creating the mood and time period of the dances. They then watch a ballet version of <i>Romeo and Juliet</i> and compare and contrast the musicality and theatrical elements of that production with those of <i>West Side Story</i> . (d, f)
3, 4, 6	e. Choreograph movement sequences that result in particular choreographic forms.	Students sing “Kumbayaa,” and create additional verses. The group dances a ground base (a repeated movement pattern) while a soloist emerges from the group dancing an original phrase against the background of the group. (e)
3, 4, 6	f. Collaborate with musicians and other artists, as well as with fellow dancers, in creating dances.	Students work with one or more musicians to collaboratively choreograph an original dance with original music. (f)
3	g. Engage in creative dance activities that connect to universal themes and lead to personal insight and growth.	Students read <i>The Diary of Anne Frank</i> and <i>The Native Son</i> . They discuss what it would be like to be imprisoned because of race or religion. They create dance vignettes that deal with these or similar issues, using text or songs they compose as accompaniment. (g)

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts.

Dance descriptor: Students acquire knowledge of and build understanding about human diversity—differences and commonalities—through dance. They investigate the role of dance in historical and contemporary cultures throughout the world.

Benchmarks

1. The student refines the stylistic performance of dances from a diverse sample of cultures and time periods.
2. The student traces the historical development of dance forms.
3. The student broadens her or his understanding of diversity issues by studying politics, social class, ethnicity, gender, body types, and different abilities as they relate to dance.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2, 3	a. Analyze and describe how major choreographers and dancers from a variety of cultures communicate aspects of the cultures and the times in works of dance.	After viewing a film, such as a Busby Berkeley musical (<i>The Great Waltz</i> , <i>Broadway Melody Series</i> , and <i>42nd Street</i>), students identify as many American trends as possible from that period and then compare them to contemporary views in such areas as technology, fashion, music, etiquette, and architecture. (a, c)
1	b. Describe, analyze, and demonstrate how culture influences body movement.	After a discussion of the society of the future, including how people will dress, what they will value, what jobs they will do, and where they might live, students discuss what the dances of these people might look like and why. In collaborative groups, students compose and design costuming for futuristic dances. (b)
3	c. Analyze, compare, and contrast the use of dance in communicating universal themes or social and political issues.	After viewing <i>West Side Story</i> , <i>42nd Street</i> , and <i>Flash Dance</i> , students compare and contrast the dance styles and discuss how they reflect the social, political, and economic perceptions of the time. (c) Students view <i>West Side Story</i> and a traditional ballet version of <i>Romeo and Juliet</i> and compare and contrast the dance styles and discuss how they reflect the social, political, and economic perspectives of the time. (c)

Standard 3 Benchmarks (Continued)

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	d. Discuss the broad historical context of, and perform selected dances from, different time periods. Demonstrate increasing stylistic authenticity when performing these dances.	Students discuss Agnes de Mille's influence on the American musical and perform a selection based on her work from one of the musicals she choreographed (<i>Rodeo</i> , <i>Oklahoma</i> , and <i>Carousel</i>). (d)
3	e. Discuss and perform selected dances from an increasingly diverse panorama of cultures, using appropriate costumes, music, and style of movement.	Students perform and discuss a dance, for example, Lai Haraoba from Manipur, India; the Eagle Dance from American Indian culture; and the Chinese Ribbon Dance. (e)

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Dance descriptor: Students analyze, interpret, derive meaning from, and critically assess works of dance and the performance of dancers based on learned aesthetic principles and cultural context.

Benchmarks

1. The student analyzes how the use of the elements of dance and the craft of choreography, as well as the performer's skill and artistic presence, convey the original intent of the dance.
2. The student studies the history and role of dance criticism in various cultures.
3. The student discusses the differences between personal preference and criteria-based assessment of dance works.
4. The student uses assessment criteria appropriate to the style and culture from which a dance originates.
5. The student examines the impact of historical/cultural context on the interpretation and assessment of a dance work.
6. The student analyzes the value and effects of live and recorded dance.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 5, 6	a. Describe and analyze the many ways dance conveys meaning.	Students watch a duet of voice/dance with Tandy Beal and Bobby McFerrin, a Korean classical dance, Firebird from the Dance Theatre of Harlem, and a tap dance by Gregory Hines in the movie <i>White Knights</i> . They write about how each dance conveys different meaning. (a)
1, 6	b. Compare and contrast dance styles and forms in live and recorded dance events.	Students watch a video of a dance and then attend a live performance of the same dance. They discuss what made these experiences different. (b)
2, 4	c. Analyze the effect of cultural context and time periods on the criteria used to evaluate dance.	Students watch a video or movie, such as <i>Grease</i> . Then they watch a piece from the Renaissance or an early court dance, such as from the movies <i>A Man for All Seasons</i> , <i>Taming of the Shrew</i> , <i>Man in the Iron Mask</i> , <i>Sense and Sensibility</i> , and <i>Much Ado About Nothing</i> . Students select one dancer from each period to write about and describe how each character demonstrates the cultural values and social behavior of the time period. (c)

Standard 4 Benchmarks (Continued)

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3, 4	d. Expand and develop appropriate assessment criteria for evaluating, refining, and developing one's own work and the work of others and analyze work in written format using these criteria.	Students select a concert dance choreographer or performer, such as Bella Lawitzky, Mark Morris, Twyla Tharp, Jrir Kylian, Amalia Hernandez, Arthur Mitchell, Paul Taylor, and Bill T. Jones (modern, ballet, jazz, tap, flamenco, etc.) and then write about why that person and work is an inspiration for them. Students use clear criteria for evaluating the artistic excellence of the artist. (d)
1	e. Refine personal choreography and technical and expressive skills, using criteria based on self-evaluation.	Students prepare a final dance study for a student concert and keep, in their ongoing journals, a chronicle of the development of the work; then they reflect on their past work and evaluate their progress. (e)
2, 3, 4, 5	f. Discuss the role of the dance critic.	After reading the work of several dance critics from different parts of the United States, students discuss the various aspects of dance that are evaluated and what effect the dance critic might have on the performing artist or dance company. (f)

Student Work Sample

In improvisation we did something new, that I enjoyed immensely. It was an exercise in discovering oneself that allowed us to explore movement from sources we would otherwise not consider. I got really involved in this exercise, as I imagine actors do. I really felt that I didn't know who or what I was. A "beginning of time" theme would be interesting in a dance. This was an exercise that demanded that one concentrate inward, and ignore everyone/thing else. I am finding dance to be helpful in lengthening my attention span and focus, which is really helpful for me because I tend to get distracted easily in other classes.

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Dance descriptor: Students apply what they learn in dance to learning across disciplines. They develop competencies in problem solving, communication skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. The student integrates what he or she learns in dance to learning in other subject areas.
2. The student learns skills in dance that translate to careers in dance and to other careers.
3. The student organizes, maintains, interprets, and communicates information about dance.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Apply the choreographic principles of craft to her or his work in other subjects. These principles include theme and variations, development, accent, balance, rhythm, unity, and originality.	Students study and analyze Martin Luther King's "I Have a Dream" speech to identify its structural and thematic content. They analyze Picasso's <i>Guernica</i> and Jose Limon's <i>There Is a Time</i> in the same manner. Students discuss and write an essay about how these artworks share the principles of artistic composition. (a)
1, 2, 3	b. Efficiently and cooperatively compose, rehearse, and perform in a class-produced dance concert and carry out the necessary public relations and theatre arrangements.	After producing a dance concert of student and faculty works, students write in their journals about what they learned: the personal characteristics they used to choreograph, revise, rehearse, costume, design the accompaniment for, and perform the dances they were in as well as to produce the concert. (b, d)
3	c. Maintain and analyze his or her dance and physical fitness portfolios.	From the information they have recorded in their physical education and dance journals, students study the relationship between their increasing aerobic capacity and their technical and endurance capabilities. They chart and analyze their progress in these two activities over a year's time. (c)
3	d. Discuss careers in dance and dance-related careers.	After reading a biography of a choreographer, such as Jose Limon, Lester Horton, Agnes de Mille, Martha Graham, Eugene Loring, George Balanchine, or Donald McKayle, students identify the personal characteristics that led to the subject's successful career in dance. (d)